Ginger Nut Training.

Document Title

IQA Strategy

Originator

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Responsible Person

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ginger **nut** ®

IQA Strategy

Introduction

Ginger Nut Training aims to provide a high standard of service and training such that candidates have qualifications, skills, and competency to allow them to obtain sustained employment. In addition to providing good training resources and an expert assessment team we ensure that the standard of training and assessment remains high and continuously improves by underpinning the work we do with a set of quality assurance arrangements:

Scope

This document aims to provide guidance to cover the verification process, including end point assessment and functional skills, speaking, and listening. All tutors are in scope, both employed and contracted tutors. All unqualified tutors will have their assessments counter-signed?

The following are taken into account when determining the structure of the sample.

- Programme Stage

- Units and Methods

- Problem Areas

- Qualifications

As part of our policy of continuous improvement, this system of verification will be reviewed on an annual basis to ensure the quality and consistency of the verification being carried out and that our system is running the line with our current level of activity.

Ginger Nut Training will make every effort to ensure that units delivered by each tutor are sampled through the rolling programme of verification. Verification is planned on a 12-month cycle. It is therefore expected that the following number of units will be reviewed:

1. New unqualified assessor: 100% sampling until qualified
2. New qualified assessor:
   100% sampling for the first 6 months for each qualification the tutor is delivering. Thereafter, the IQA and Senior will agree a sampling plan reflecting the curriculum delivery of the tutor.

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Seniors will second-line assess work for the first 6 months and feedback any issues to the Centre IQA/Centre Quality Assurer and an appropriate plan will be put into place.

The verification process for each tutor is carried out over a period of 12 months. During that time each tutor will: -

➢ be observed delivering teaching and learning, training and assessment based on the RAG rating and tutor employment status.
➢ have frequent portfolio sampling across all methodology.
➢ receive feedback both verbal and written.

There will be two main areas covered:

1. Knowledge observations in line with current Education Inspection Framework criteria
2. Compliance in line with current ESFA criteria

The forms used will highlight areas to be monitored and reported. This information will be analysed on a quarterly basis by the Centre Quality Assurer and feedback provided to IQA's and Seniors, to provide support and/or update CPD and standardisation sessions.

Tutor Observations

There are two types of observations:

1. Firstly, recorded observations where the IQA/Senior will observe recordings of sessions within a set timescale and in line with the current OTLA calendar. This is the preferred method for observations.

   These observations will be carried out by either:
   - a curriculum competent IQA who will review both teaching and learning as well as tutor knowledge.
   - Any IQA can review teaching and learning across curriculum areas
   - A senior who will review teaching and learning and where competent, will review tutor knowledge

2. Secondly, live observations where the IQA will observe a live online session. These can be both planned and unplanned. Currently due to resourcing challenges this is not the primary approach.

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For all observations - Frequent observations will take place in line with the Quality Calendar. A report will be produced, and any action/development points addressed with the tutor to maintain continuous improvement. Any areas of support will be agreed, and an action plan put in place. The IQA will liaise directly with the tutor, in a timely manner, ideally within 24 hours where discussions will capture a final report. Good practice will feed into continuous improvement and standardisations. This report will be uploaded to OneFile for the tutor to feedback and sign.

Learner and employer voice will be captured on a regular basis either during the live observations or other targeted activities. The IQA will interview the learner and/or employer and discuss the delivery based on the questions in the observation form which will reflect activities identified on the OTLA calendar.

All new tutors will be observed monthly, for six months or when probationary period confirmed, whichever comes first.

Recorded observations will be allocated to the IQA utilising the monthly sampling profile allocated. These allocations are based on several factors such as:

- Date of last observation
- Learner progress

Observation grading is based on a RAG rate and will determine the frequency of observations.

Green = 6 months

Tutors that demonstrate knowledge in subject area

Amber = 3 months

Tutors that demonstrate knowledge but require upskilling.

Red = monthly

New tutors or those on improvement plans will be Red until improvements in place.

Moderation of IQA feedback on observations will take place quarterly where IQA's will review sampling of OTLA feedback and areas of improvement in IQA activity will be discussed and implemented.

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Portfolio sampling

There are currently two approaches to portfolio sampling:

1. OneFile activities
2. Monthly reports

OneFile activities – IQA's will carry out portfolio sampling for tutors based on their status, for example, all new tutors will be 100% sampled.

Monthly reports - IQA's will receive a monthly report from the Centre Quality Assurer that will highlight the recorded and live observations required, portfolio sampling required. The main criteria that will be used is any learner over 25% progress will be selected and then filtered for the following:

1. Last date of learner observation
2. Last date of learner sample

This report will be analysed by the Centre Quality Assurer and any issues highlighted will be shared with the appropriate IQA / senior. Areas will also be selected for CPD issues etc.

Reports will be shared with Senior Tutors for them to:

➢ Discuss with individuals and agree areas of CPD.
➢ Discuss at standardisation with the IQA supporting.
➢ Will form part of the Ginger Nut KPI monitoring.

Compliance Strategy

In line with completion of tutor's monthly one-to-one meeting with the senior tutor, KPI monitoring, and determined RAG rating, the IQA will complete 3 samples across all tutors. Tutors receiving more samples will be based on discussions with Senior/IQA to justify any changes to the sampling approach.

For example:

- Assessment Plans and feedback – 3 samples
- FDOL compliance (not T&L) - 1 sample
- Planning meetings – 1 sample
- Reviews – 1 sample

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The samples will reflect the monthly theme indicated within the sampling plan. The range of areas include, but are not limited to, all reviews, assessment planning, feedback, OTJ, and EPA preparation. Any additional areas to be checked in accordance with compliance will be communicated to the IQA to complete within the given month and as part of ongoing monitoring and development.

Support will be discussed with tutors, documented, and completed within an agreed timescale to improve rating across all areas. These will be reviewed and updated within the one-to-one monthly meeting.

Changes in RAG rating communicated timely to reflect IQA activity on a monthly basis.

Functional Skills

All learners completing Functional Skills will be checked every month in accordance with quality and compliance. The following areas will be monitored:

- Functional Skills Start and PED
- FDOL – teaching and learning completed, separate template plan set, journal entry completed by the learner
- Plans set every month
- Evidence of T&L every month
- Learning Journal Entries - completed and quality check
- SLC booked/planned/completed where required
- Mock(s) booked/planned/completed
- Exam(s) booked/planned/completed

The above are quality and compliance areas as set out in the Functional Skills Procedures.

The Centre IQA will complete these and send the reports to the Senior Tutors to feed into and form part of the monthly KPI meetings. Any continued areas of concern highlighted will be added the individual Tutor CPD as a target with any support needed implemented.

Additional checks completed for all learners with additional support provided by the Functional Skills Tutor. These will also feed into the above as well as form the basis for the Functional Skills Tutor's monthly 1:1 meeting.

Functional Skills – Speaking and Listening

Requirement from Awarding Body is 100% sampling of the Speaking and Listening assessment that forms part of the Functional Skill English. Tutor to notify the Centre IQA when

completed and signed off on One File to sample through observation and review of the relevant paperwork.

Accessibility

Centre IQA will carry out random sampling on learners with learning needs etc. These learners will be identified in a monthly report. IQA's will provide feedback on effectiveness, differentiation etc and any further support the learner(s) may need.

End Point Assessment

All learners approaching end point assessment will:

1. EPA Assessment methods such as project proposals etc will be submitted to the curriculum IQA and/or Senior for approval, prior to the Gateway meeting. This will apply to all new tutors until IQA /Senior is satisfied processes are being followed correctly. Curriculum areas that are in focus will be identified and follow the same process.
2. Learners will receive a mock End Point Assessment in line with standards criteria
3. Tutors are responsible for uploading appropriate documentation for the appropriate Awarding Organisation and tracking of that process and keeping the learner informed.

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Ginger Nut Training - IQA Strategy (1)

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